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AGENDA
ACADEMIC AND STUDENT AFFAIRS COMMITTEE
MEETING

Committee of the Whole
Wednesday, March 24, 2010 • 3:00 p.m.
Cotillion Ballroom • Nicholls State University
906 East First Street • Highway 1
Thibodaux, Louisiana

- I. Call to Order**
- II. Roll Call & Opening Remarks**
- III. Proposed New Academic Programs**
 - A. Bossier Parish Community College**
 - 1. A.S. in Nursing**
 - 2. A.A.S. in Occupational Therapy Assistant**
- IV. Progress Reports on Conditionally Approved Academic Programs**
 - A. Northwestern State University**
 - 1. M.S. – Radiologic Sciences**
 - 2. B.S. – Unified Public Safety Administration**
 - 3. B.A. – Communication**
 - B. Bossier Parish Community College – A.A.S. in Cyber Technology Programs**
 - C. Baton Rouge Community College – A.S. in Criminal Justice**

V. Reauthorization of Previously Approved Research Units

- A. Louisiana State University and A&M College – Center for Biomolecular Multi-Scale Systems**
- B. Southeastern Louisiana University – Center for Nursing Research and Education**

VI. Teacher Education Initiatives

- A. Report on the Blue Ribbon Commission for Educational Excellence**
- B. Post-Baccalaureate and Post Masters Certificates for Teachers and Leaders**

VII. Reports of the Staff

- A. Statewide Articulation and Transfer Council**
- B. Proposed Revisions to Academic Affairs Policies and Procedures**
 - 1. Policy 2.15 – Definitions of Undergraduate/Graduate Certificates and Undergraduate Degrees**
 - 2. Policy 2.17 – Staff Approval of Routine Academic Requests**
- C. Status of Progress Reports for Conditionally Approved Programs and Units**
- D. Status of Reviews of Proposed New Programs and Units**
- E. Staff Approval of Routine Academic Requests**

VII. Other Business

VIII. Adjournment

Committee Members: Mary Ellen Roy (Chair); Ingrid Labat (Vice Chair); Scott Brame; Maurice Durbin; Donna Klein; Marc Guichard; Harold Stokes; SU System Representative; LSU System Representative; UL System Representative; LCTC System Representative.



EXECUTIVE SUMMARY OF ACTION ITEMS

**ACADEMIC AND STUDENT AFFAIRS COMMITTEE MEETING
MARCH 24, 2010**

EXECUTIVE SUMMARY OF ACTION ITEMS

ACADEMIC AND STUDENT AFFAIRS COMMITTEE MEETING MARCH 24, 2010

III. Proposed New Academic Programs – Bossier Parish Community College

A. A.S.N. – Nursing

B. A.A.S. – Occupational Therapy Assistant

Staff Comment:

The proposed programs are exempt from the Regents' 2009 *Moratorium* based on exemption 2-C (programs deemed essential to fulfilling workforce needs).

Staff Recommendation:

Conditional approval with related stipulations.

IV. Progress Reports on Conditionally Approved Academic Programs

A. Northwestern State University

1. M.S. – Radiologic Sciences

2. B.S. – Unified Public Safety Administration

3. B.A. – Communication

B. Bossier Parish Community College – A.A.S. Cyber Technology Programs

C. Baton Rouge Community College – A.S. in Criminal Justice

Staff Comments:

All five progress reports (one for five related associate degree programs – item IV-B) addressed pending stipulations that were unfulfilled for conditionally approved programs. After assessment of each progress report, the staff has determined that three (IV-A-1, IV-A-3, and IV-B) warrant continued monitoring, while two (IV-A-2 and IV-C) have fulfilled all stipulations associated with conditional approval and merit full program approval (thus being released from further reporting requirements).

Staff Recommendations:

IV-A-1, IV-A-3, and IV-B: Continued approval with stipulations as indicated in each motion.

IV-A-2 and IV-C: Full program approval.

V. Reauthorization of Previously Approved Research Units

A. Louisiana State University and A&M College – Center for Biomodular Multi-Scale Systems

B. Southeastern Louisiana University – Center for Nursing Research and Education

Staff Comments:

Both research units (previously granted authorization by the Board) seem productive and merit continued approval/recognition. For item V-B, given that funding for the approval periods is not entirely secured, the staff asks for updated annual budgets throughout the approval period.

Staff Recommendation:

V-A: Approval through 12/31/14.

V-B: Approval though 6/30/14.

VI. Teacher Education Initiatives

A. Report on the Blue Ribbon Commission for Educational Excellence

B. Post-Baccalaureate and Post Masters Certificates for Teachers and Leaders

Staff Comments:

For item VI-A, there is no required action; however, for item VI-B, approval is sought for the creation of various types of post-baccalaureate and post-masters academic certificates.

Staff Recommendation:

VI-B: Approval.

AGENDA ITEM III A 1

PROPOSED NEW ACADEMIC PROGRAM

BOSSIER PARISH COMMUNITY COLLEGE

ASSOCIATE OF SCIENCE IN NURSING

AGENDA ITEM III A 1
PROPOSED NEW ACADEMIC PROGRAM
BOSSIER PARISH COMMUNITY COLLEGE
ASSOCIATE OF SCIENCE IN NURSING
BACKGROUND INFORMATION

Bossier Parish Community College (BPCC) requests that the A.S. in Nursing (A.S.N.) proposal be considered despite the moratorium under the exception for a technical program for workforce development. The program was approved by LCTCS in December 2009. If approved, the campus desires Fall 2010 A.S.N. implementation.

STAFF SUMMARY

1. Description

Twenty-eight hours of general education or required related courses must be completed prior to application for admission into the upper level nursing courses; the curriculum for the program totals 72 semester credit hours. The proposed curriculum is compatible with requirements of the Louisianan State Board of Nursing and the National League for Nursing Accrediting Commission (NLNAC), both of which must approve the program.

2. Need

Associate level nursing programs exist at Southern University in Shreveport, at Northwestern State University's School of Nursing located in Shreveport and at Louisiana Tech University. Northwestern and Grambling State University offer a Bachelor of Science in Nursing. The *Louisiana Workforce Commission (LWC) Long Term Occupational Forecast to 2016* projects the need for 240 RNs per year for Region 7. For Academic Year 2008-09, the last year for which complete data is available, 471 graduates (A.S.N. & B.S.N.) were produced by the five programs cited above. The economic climate has resulted in current amelioration of a chronic nursing shortage, both nationwide and in Louisiana; however, the situation is likely to change as the economy improves.

According to the Nursing Supply and Demand Council, hospital facilities in the metropolitan Shreveport area are supporting clinical experiences by the aforementioned programs as well as those at Panola and East Texas Baptist Colleges, the University of South Arkansas at Magnolia, and the licensed practical nursing programs. Alternate arrangements will be necessary to accommodate students from an additional program.

3. Students

The campus predicts that its A.S.N. students will be new to BPCC and attend expressly for the A.S.N. program. Initially, only 30 students who have completed all of the "pre-nursing" courses will be admitted as the upper level cohort. Subsequently, an additional 10 Licensed Practical

Nurses who have completed an LPN to RN “bridge” component will be admitted into the upper level courses. BPCC’s projected enrollments and graduates of the proposed A.S.N. program are indicated in the table below.

	Year One	Year Two	Year Three	Year Four	Year Five
Freshman	300	350	375	400	425
Sophomores	30	30	40	40	40
Total Enrolled	300	380	415	440	465
Graduates	0	30	30	40	40

4. Faculty

SACS/CoC credentialed faculty are in place for the general education and required related courses. To initiate development of the proposal for the A.S.N. program, BPCC hired a program director in August 2009. Upon program implementation, 20% of her duties will become instructional and 80% administrative. In November, 2009, two additional nursing faculty were hired by the institution. The proposal states that six months prior to admission of the first clinical class, another two FT faculty will be needed, with two PT adjunct faculty needed in Fall 2011 and additional adjunct faculty in Fall 2012.

5. Library

While BPCC has access to numerous electronic and other reference materials, library holdings will need to be expanded and improved to remain current in the field of nursing. Projected costs are shown below.

Year	Projected expenditures
2009-10	\$ 20,000
2010-11	\$ 10,000
2011-12	\$ 10,000
2012-13	\$ 10,000
2013-14	\$ 11,000
TOTAL COSTS	\$ 61,000

The Division of Learning Resources provides a budget, which may be augmented by grant funds, for library acquisitions and recurring expenses. These substantial amounts are included in the equipment category of the budget.

6. Facilities and Equipment

The campus will utilize existing facilities, including a designated nursing lab, to offer the A.S.N. program. \$553,985 for equipment purchases is anticipated for the first four years of program implementation. The campus states that \$300,000 has been spent from a LA Workforce Development Rapid Response Grant awarded to BPCC to develop the A.S.N. The proposal states that numerous grant opportunities are currently available for development of healthcare training programs, especially nursing; these will be sought for the acquisition of additional necessary specialized equipment.

7. Administration

BPCC's Division of Science and Allied Health will house the A.S.N. program. No changes to the administrative structure of the institution are anticipated with implementation of the proposed program.

8. Accreditation

Specialized accreditation for nursing programs is mandated by the Board of Regents *Academic Affairs Policy 2.13*. BPCC plans to submit its application as a candidate for NLNAC accreditation in Spring 2010, after it has received approval from Regents and the State Board of Nursing. A.S.N. faculty plan to attend an NLNAC accreditation workshop in Spring 2010. Following establishment of candidacy, the campus anticipates applying for initial accreditation in Fall of 2010. Costs of accreditation for the first four years of program implementation total \$13,125, which are included in the budget.

9. Budget

BPCC received two Workforce Training Rapid Response grants for this program: \$565,000 awarded in April 2009 to develop an A.S.N. program; and an additional \$850,000 in January 2010. The rapid response fund was created to supplement the cost of high demand workforce training programs in order to fill urgent market needs based on business and industry input and current and anticipated workforce demands. The campus provided the budget for the A.S.N. program below.

	AY 2009-10	AY 2010-11	AY 2011-12	AY 2012-13
EXPENDITURES				
(# FTE) Faculty	(3.5) \$ 250,000	(5) \$ 348,000	(5.5) \$ 356,700	(5.5) \$ 356,700
Equipment	300,000	223,985	15,000	15,000
Travel	1,0005	17,140	2,000	2,000
Accreditation	4,500	2,875	2,875	2,875
Supplies	9,000	8,000	8,500	9,000
Total Expenses	\$ 565,000	\$ 600,000	\$ 385,075	\$ 385,575

REVENUE				
State Appropriations			\$ 5,000	\$ 5,000
Grants	\$ 565,000	600,000		
Tuition/Fees		291,000	353,000	403,000
Total Revenues	\$ 565,000	\$ 891,000	\$ 358,000	\$ 408,000

STAFF ANALYSIS

Requirements of the proposed program appear appropriate for NLNAC standards.

Need for the program has been an issue. Competition for students with the two existing local programs may result, although the criteria for admissions into BPCC's program are lower than those for the A.S.N. program at Northwestern. PERC recommendations included the removal of associate level programs from four-year institutions; assuming the phase out occurs, the metropolitan Shreveport area would benefit greatly from the presence of two associate level programs which could continue to train nurses.

Southern University at Shreveport presently admits one cohort per year into upper level nursing courses in the Spring. BPCC's admitting one cohort per year, focusing on non-traditional students and evening/weekend classes and clinicals in the Fall semester, would make nursing education available to a wider range of students while minimizing impact on existing programs.

BPCC should address possibilities for collaboration with existing programs, e.g., sharing of faculty and facilities with other nursing programs, compliance with State Board of Nursing rules against infringement on existing programs, and the use of distance learning methods to expand coursework to additional students.

BPCC's projected numbers of students (300-425) who will enroll in the proposed A.S.N. program seem high, especially with only 30 students to be admitted into the clinical portion in the first cohort. While expansion to 40 is planned, the 10 additional slots are reserved for Licensed Practical Nurses seeking the Registered Nurse credential. The projected 100% graduation rate may be overly optimistic.

To implement the program, BPCC will need two additional FT faculty, new acquisitions to augment library resources, and additional equipment and supplies appropriate to nursing training. The campus plans to seek funds from a variety of sources.

No impact on the campus administration is anticipated as a result of program implementation. Specialized accreditation by NLNAC has been appropriately addressed. The College was awarded substantial funding to develop the A.S.N. program.

STAFF RECOMMENDATION

The staff recommends that the Academic and Student Affairs Committee grant conditional approval for the Associate of Science in Nursing (A.S.N. - CIP Code 51.1601) at Bossier Parish Community College, effective immediately for Fall 2010 implementation, with the following stipulations:

- 1. As the program gets underway, one cohort of students per year may be admitted, in the Fall semester, into the upper level nursing specific courses;***
- 2. Scheduling of nursing courses and clinical experience should be heavily concentrated at 4 p.m. or later, or on weekends;***
- 3. By August 1, 2010, a progress report is due addressing:***
 - a. collaboration with existing programs, such as sharing of faculty and facilities with other nursing programs;***
 - b. compliance with State Board of Nursing rules against infringement on existing programs; and***
 - c. the use of distance learning methods to expand coursework to additional students.***

By May 1, 2011, and annually on that date until NLNAC accreditation has been achieved, a report is due addressing the following:

- 1. Adequacy of personnel and resources for the program;***
- 2. Numbers of students enrolled in and graduating from the program and specific placement information on graduates;***
- 3. Progress toward NLNAC accreditation.***
- 4. Documentation of efforts toward collaboration with other publically supported nursing programs in the Shreveport area.***

AGENDA ITEM III A 2

PROPOSED NEW ACADEMIC PROGRAM

BOSSIER PARISH COMMUNITY COLLEGE

A.A.S. – OCCUPATIONAL THERAPY ASSISTANT

AGENDA ITEM III A 2
PROPOSED NEW ACADEMIC PROGRAM
BOSSIER PARISH COMMUNITY COLLEGE
A.A.S. - OCCUPATIONAL THERAPY ASSISTANT

BACKGROUND INFORMATION

Bossier Parish Community College (BPCC) requests that the A.A.S. in OTA proposal be considered despite the moratorium under the exception for technical education for workforce development. If approved, the campus desires Fall 2010 program implementation.

STAFF SUMMARY

1. Description

As proposed, the 72 semester credit hour program can be completed in 24 months of continuous enrollment by full time (FT) students carrying the required course load. Completion of 3 credit hours of existing general education and required related coursework plus evidence of observation/volunteer/work experience precludes admission into the four semesters of clinical courses, which is scheduled for summer entry only. The curriculum is comparable to that of the two other OTA programs in Louisiana (ULM and Delgado) and appears to satisfy requirements of the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association.

2. Need

OTA programs exist at Delgado Community College in New Orleans and at the University of Louisiana at Monroe. The campus conducted a survey of OTA interest/need in area healthcare facilities. Thirty-eight percent of respondents indicated a current OTA vacancy and indicated that lack of OTAs negatively impacted their organization's ability to deliver services. Sixteen respondents anticipated the addition of OTA positions (17-21 total) within the next year. From the proposal:

According to the U.S. Department of Labor, Bureau of Labor Statistics (<http://stats.bls.gov/oco/ocos166.htm>) "The demand for occupational therapy assistants is very good. Employment is expected to grow much faster than average as demand for occupational therapy services rises and as occupational therapists increasingly use assistants and aides. Job prospects should be very good for occupational therapist assistants. Employment of occupational therapist assistants and aides is expected to grow 25 percent from 2006 to 2016, much faster than the average for all occupations."

Staff note: The *Louisiana Workforce Commission Long Term Occupational Forecast to 2016* does not include OTA or occupational therapists in Demand Level 1 or 2 for Region 7. Occupational therapists, however, are in top demand in the State, but OTA was not listed as Demand Level 1 or 2 statewide.

3. Students

Projected numbers of enrollees and graduates of the proposed OTA program are indicated in the table below.

	Year One	Year Two	Year Three	Year Four	Year Five
Freshman	20	30	35	40	45
Sophomores	10	20	20	20	20
Total Enrolled	30	50	55	60	65
Graduates	10	20	20	20	20

Students may attend BPCC expressly for the OTA program, but the campus has a variety of allied health programs that attract students. The proposal indicates that the “pre-clinical” portion of the existing Physical Therapy Assistant (PTA) and proposed OTA curricula are related. There are usually 60 to 80 qualified applicants competing for admission into 20 available slots in the upper level portion of the PTA program, so implementation of the OTA program may offer an additional career path for current students.

4. Faculty

SACS/CoC credentialed faculty are in place for the general education and required related courses. To initiate development of the proposal for the OTA program, BPCC hired a program director in January 2009. Upon program implementation, 80% of her duties will become instructional and 20% administrative. One additional FT faculty (a licensed OT or OTA) will be needed prior to admission of the second cohort of students into clinical courses; he/she will have 80% teaching duties and will be developing and managing the field externship component of the program. Several adjunct faculty will be utilized to provide the required 1:10 student-teacher ratio for OTA laboratory courses mandated by ACOTE. As admission into second year courses is restricted to 20 students, no additional FT faculty will be needed for at least the first five years of program implementation.

5. Library

While BPCC has access to numerous electronic and other sources of reference materials, library holdings will need to be expanded and improved to remain current in the field of occupational therapy. Projected additional costs total \$13,000 over the first five years of program implementation. The Division of Learning Resources provides a budget for library acquisitions and recurring expenses; this budget may be augmented by grant funds.

6. Facilities and Equipment

The campus will use existing classrooms, laboratories and faculty offices. A classroom will be designated for OTA, and a former conference room has been converted into the OTA laboratory. BPCC will pursue external grant monies to supplement the cost of program start-up and equipment acquisition. Student technology funds will be requested for acquiring teaching technology for the classroom and laboratory.

7. Administration

BPCC's Division of Science and Allied Health will house the OTA program. No changes to the administrative structure of the institution are anticipated with program implementation.

8. Accreditation

Specialized accreditation for OTA programs is mandated by the Board of Regents *Academic Affairs Policy 2.13*. BPCC reports that its OTA program director has submitted preliminary documents indicating campus intentions of developing a program. In May 2009, she attended the annual ACOTE conference at which program accreditation was discussed; she is scheduled to attend a workshop to ensure that the developing program is compliant with all standards. Costs of accreditation are substantial and are included in the budget. A proposed timeline for achieving accreditation is as follows:

Fall 2009: Submission of application for Developing Program Status
Spring 2010: Completion of self study document
Fall 2010: On-site visit by ACOTE reviewers
Spring 2011: Final decision by ACOTE

9. Budget

The campus provided the following budget:

	AY 2010-11	AY 2011-12	AY 2012-13	AY 2013-14
EXPENDITURES				
Faculty	\$ 142,740	\$ 151,477	\$ 169,551	\$ 177,420
Equipment	40,000	20,000	10,000	5,000
Travel	6,000	3,075	3,000	3,000
Accreditation	9,750	3,000	3,250	3,250
Supplies	3,000	3,100	3,200	3,300
Total Expenses	\$ 201,490	\$ 180,652	\$ 189,001	\$ 191,970
REVENUE				
State Approp.	\$,69,240	\$ 44,152	\$ 14,001	\$21,970
Federal Grants*	40,000	20,000	10,000	5,000
Tuition/Fees**	92,250	116,500	165,000	165,000
Total Revenues	\$ 201,490	\$ 180,652	\$ 189,001	\$ 191,970

*BPCC intends to apply for Carl Perkins Vocational Funds to purchase equipment.

**Program specific fees are based upon 20 clinical/sophomore level students per year assessed a \$300 clinical fee/semester (X 3) plus a \$25 lab fee/semester (X3), generating \$19,500 per year.

STAFF ANALYSIS

Requirements of the proposed program appear appropriate for ACOTE standards. Need for the program exists, although the number of documented vacancies in the Shreveport metropolitan area is not robust. Creation of a third program in the state is not considered unnecessarily duplicative, given the distances from Shreveport to New Orleans and Monroe. PERC recommendations included the removal of associate level programs from four-year institutions; assuming the phase out occurs, OTA programs would remain at two year institutions in the northern and southern portions of the state.

Projected numbers of students who will seek admission into the OTA program are substantial; however, only 20 students can be admitted into the clinical portion of the program without additional FT appropriately credentialed faculty. Projected graduation rates of 100% may be optimistic. Faculty are adequate to initiate the program, but additional adjunct faculty will be needed as it develops.

New acquisitions must augment library resources, but they will be included in the library budget. Equipment and supplies appropriate to OTA training are necessary, and the campus will seek funds from a variety of sources. Existing facilities are adequate for program implementation.

No impact on the campus administration is anticipated as a result of program implementation. Specialized accreditation by ACOTE has been appropriately addressed. Despite additional clinical and laboratory fees, both of which appear appropriate, the program is not expected to be self sustaining during its first four years of implementation.

STAFF RECOMMENDATION

The staff recommends that the Academic and Student Affairs Committee grant conditional approval for the A.A.S. in Occupational Therapy Assistant (CIP Code 51.0803) at Bossier Parish Community College, effective immediately. By May 1, 2011, a report is due addressing the following:

- 1. Adequacy of personnel and resources for the program;***
- 2. Numbers of students enrolled in and graduating from the program and specific placement information on graduates; and***
- 3. Progress toward ACOTE accreditation.***

Depending upon the content of the initial report, additional reports may be required.

AGENDA ITEM IV A 1
PROGRESS REPORT ON CONDITIONALLY APPROVED PROGRAM
NORTHWESTERN STATE UNIVERSITY
M.S. IN RADIOLOGIC SCIENCES

AGENDA ITEM IV A 1
PROGRESS REPORT ON CONDITIONALLY APPROVED PROGRAM
NORTHWESTERN STATE UNIVERSITY
M.S. IN RADIOLOGIC SCIENCES

In September 2009, the Board acted as follows:

The Board of Regents received the AY 2008-2009 progress report relative to the implementation of the M.S. in Radiologic Sciences at Northwestern State University. Due to the unresolved nature of key stipulations, an interim progress report is due by February 1, 2010.

The requested progress report was received by staff shortly after the requested due date.

STAFF SUMMARY

The remaining issue with this academic program as part of conditional approval was to ensure that appropriate faculty were in place to adequately staff the program. Since last report in September of 2009, the institution reports that the process toward hiring an additional faculty member is well under way. Approval to advertise for the position was received, so the University advertised nationally and has received five (5) applications to-date. With an interview protocol in place, the selection process should be completed by the end of the spring semester (the anticipated hire date is July 1).

STAFF ANALYSIS

The staff commends the University for quickly addressing all stipulations associated with conditional approval that was granted a mere 18 months ago. Since staffing issues remain, a progress report due by September 1, 2010, updating the Board on the results of the aforementioned search is warranted. The staff wishes the University its best as this phase of the program's development materializes.

STAFF RECOMMENDATION

The staff recommends that the Academic and Student Affairs Committee receive the February 2010 progress report from Northwestern State University relative to implementation and development of the Master of Science (M.S.) degree program in Radiologic Sciences. A subsequent progress report (due September 1, 2010) is due which addresses faculty staffing concerns.

AGENDA ITEM IV A 2
PROGRESS REPORT ON CONDITIONALLY APPROVED PROGRAM
NORTHWESTERN STATE UNIVERSITY
B.S. IN UNIFIED PUBLIC SAFETY ADMINISTRATION (UPSA)

AGENDA ITEM IV A 2
PROGRESS REPORT ON CONDITIONALLY APPROVED PROGRAM
NORTHWESTERN STATE UNIVERSITY
B.S. IN UNIFIED PUBLIC SAFETY ADMINISTRATION (UPSA)

In September 2009, the Board received the most recent progress report relative to implementation and development of the aforementioned program (initially granted conditional approval by the Regents in April 2008). The External Review Committee that reviewed the initial degree program proposal recommended that at least two (2) FTE faculty would be needed to adequately implement and sustain the program. Since the second faculty member had not been hired at the time of submission of the most recent progress report, a subsequent report was due by February 1, 2010, addressing this stipulation.

The requested progress report was received by staff shortly after the requested due date.

STAFF SUMMARY

The University reported that it successfully retained the services of an additional FTE faculty member.

STAFF ANALYSIS

The staff commends the University for quickly addressing stipulations associated with conditional approval. As all stipulations have been met, the staff recommends full program approval at this time. As such, no further progress reports are deemed necessary.

STAFF RECOMMENDATION

The staff recommends that the Academic and Student Affairs Committee receive the February 2010 progress report from Northwestern State University relative to implementation and development of the Bachelor of Science (B.S.) degree program in Unified Public Safety Administration (UPSA). As all previously stated stipulations associated with conditional approval have been met, the staff recommends full program approval at this time. As such, no further progress reports are deemed necessary.

AGENDA ITEM IV A 3
PROGRESS REPORT ON CONDITIONALLY APPROVED PROGRAM
NORTHWESTERN STATE UNIVERSITY
B.A. IN COMMUNICATION

AGENDA ITEM IV A 3
PROGRESS REPORT ON CONDITIONALLY APPROVED PROGRAM
NORTHWESTERN STATE UNIVERSITY
B.A. IN COMMUNICATION

In September 2009, the Board received the most recent progress report relative to implementation and development of the aforementioned program (initially granted conditional approval by the Regents in September 2008). As part of the program proposal review, in-state institutions offering a similar degree and Regents' staff recommended the hiring of an additional FTE faculty to adequately implement and sustain the program. Since this individual had not been hired at the time of submission of the most recent progress report, a subsequent report was due by February 1, 2010, addressing this stipulation.

The requested progress report was received by staff shortly after the requested due date.

STAFF SUMMARY

The University reports that all necessary paperwork required to hire the additional faculty member has been submitted, and they await a decision regarding this matter.

STAFF ANALYSIS

The staff commends the University for quickly addressing all stipulations associated with conditional approval that was granted a mere eighteen (18) months ago. Since staffing issues remain, a progress report due by September 1, 2010, updating the Board on the results of the aforementioned search is warranted. The staff wishes the University its best as this phase of the program's development materializes.

STAFF RECOMMENDATION

The staff recommends that the Academic and Student Affairs Committee receive the February 2010 progress report from Northwestern State University relative to implementation and development of the Bachelor of Arts (B.A.) degree program in Communication. A subsequent progress report (due September 1, 2010) is due which addresses faculty staffing concerns.

AGENDA ITEM IV B
PROGRESS REPORT ON CONDITIONALLY APPROVED PROGRAMS
BOSSIER PARISH COMMUNITY COLLEGE
A.A.S. – CYBER INFORMATION TECHNOLOGY PROGRAMS

AGENDA ITEM IV B
PROGRESS REPORT ON CONDITIONALLY APPROVED PROGRAMS
BOSSIER PARISH COMMUNITY COLLEGE
A.A.S. – CYBER INFORMATION TECHNOLOGY PROGRAMS

BACKGROUND INFORMATION

The Board granted conditional approval for the following five (5) A.A.S. degree programs in the field of Cyber Information Technology at BPCC in April 2008:

- 1) Web Analyst Programmer;
- 2) Information Programmer Analyst;
- 3) Information Network Specialist;
- 4) Information Network Security Specialist; and
- 5) Information Systems Administration Specialist.

Follow-up reports, addressing key stipulations associated with conditional program approval, were presented to and accepted by the Board in August 2008, January 2009, and most recently in September 2009. The summary which follows addresses remaining concerns.

STAFF SUMMARY

As background, the staff reminds the Board that in early 2009, a decision was made by the U.S.A.F. to house a limited capacity of cyber technology activity (the Global Strike Command Center) in the greater Shreveport area as opposed to a larger Cyber Command Center that was initially proposed. Part of that development is the creation of Phase I of the Cyber Innovation Center in its own research park scheduled for this fall. Phase II of this project will be completed during the spring 2010. As part of a greater effort to house Global Strike Command, Louisiana Tech will build a Cyberspace Research Laboratory in Ruston, and Barksdale Air Force Base will house the main Global Strike Command. The college reiterates the need for the five (5) A.A.S. degree programs given these industry needs. The college began offering courses in the programs during spring 2009.

1. Information on Program Enrollees, Graduates, and Placement Information on Graduates (including updated enrollment and graduation projections for subsequent years)

The College reports that in Spring 2010, 95 individuals had declared a Cyber Technology major – up from 51 majors in Fall 2009. Eight individuals are expected to receive their diplomas this semester. Projections for subsequent semesters are well above the Board of Regents' threshold for low-completer programs (currently, an average of eight per year over a five-year period).

2. An Update on Programmatic Accreditation by ATMAE for Each of the Various Degree Programs

A consultant from the Association of Technology, Management, and Applied Engineering (ATMAE) visited the College in November 2009. In his final report, he indicated that all the Cyber Technology programs were very strong in all areas needed for accreditation except for graduates (given none had completed at the time of the visit). Since the first graduates will not materialize until this semester, the consultant recommended that the College make its formal application for accreditation in Spring 2011.

STAFF ANALYSIS

The staff remains impressed with the rapid, substantial progress made to-date on the programs. Commendably, it has also adjusted program objectives to meet changing industry needs dictated largely by decisions of the federal government. Interest in the programs is progressing given the dramatic increase in the number of majors just over the course of this academic year.

The staff also commends the College on its favorable review by ATMAE. Given that a final decision on the programs' accreditation will not be rendered until next year, a subsequent progress report (due by December 1, 2011) to that end is appropriate.

STAFF RECOMMENDATION

The staff recommends that the Academic and Student Affairs Committee receive the February 2010 progress report from Bossier Parish Community College relative to implementation and development of the various Associate of Applied Science (A.A.S.) degree programs in Cyber Information Technology. By December 1, 2011, a progress report is due updating the Board on the accreditation status of the various programs by ATMAE.

AGENDA ITEM IV C

PROGRESS REPORT ON CONDITIONALLY APPROVED PROGRAM

BATON ROUGE COMMUNITY COLLEGE

A.S. IN CRIMINAL JUSTICE

AGENDA ITEM IV C

PROGRESS REPORT ON CONDITIONALLY APPROVED PROGRAM

BATON ROUGE COMMUNITY COLLEGE

A.S. IN CRIMINAL JUSTICE

BACKGROUND INFORMATION

The program was granted conditional approval in March 2008, with the following stipulations:

By February 1, 2010, an interim report addressing the hiring of at least one additional FT faculty is due and should provide student number projections for another three years.

STAFF SUMMARY

1. Hiring of additional faculty

A part time adjunct became the Criminal Justice (CJ) program's second full-time faculty in January 2010.

2. Student projections

Currently, 336 students are enrolled as CJ majors; projections are shown below.

2010-11
365 students

2011-2012
394 students

2012-2013
425 students

STAFF ANALYSIS

The program is developing appropriately and enjoys robust enrollment. The staff commends the College for quickly addressing all stipulations associated with conditional approval. As all stipulations have been met, the staff recommends full program approval at this time. As such, no further progress reports are deemed necessary.

STAFF RECOMMENDATION

The staff recommends that the Academic and Student Affairs Committee accept the February 2010 progress report relative to the implementation and development of the A.S. in Criminal Justice at Baton Rouge Community College and authorizes implementation of the program for Fall 2010. As all previously stated stipulations associated with conditional approval have been met, the staff recommends full program approval at this time. As such, no further progress reports are deemed necessary.

AGENDA ITEM V A

REAUTHORIZATION OF PREVIOUSLY APPROVED RESEARCH UNIT

LOUISIANA STATE UNIVERSITY AND A&M COLLEGE

CENTER FOR BIOMODULAR MULTI-SCALE SYSTEMS

AGENDA ITEM V A

REAUTHORIZATION OF PREVIOUSLY APPROVED RESEARCH UNIT

LOUISIANA STATE UNIVERSITY AND A&M COLLEGE

CENTER FOR BIOMODULAR MULTI-SCALE SYSTEMS

BACKGROUND INFORMATION

The Board of Regents approved the Center (CBM²) in January 2006 for three years. LSU A&M seeks re-authorization for five years.

STAFF SUMMARY

1. Description

CBM² brings together researchers from in and out-of-state institutions and industries with expertise in microsystems engineering, materials, chemistry and biological/clinical systems to develop technologies for use in research, clinical settings and private sector laboratories. The State of Louisiana has designated the high profile and burgeoning area of biological micro-electromechanical systems (BioMEMS) as a focal area for its Vision 2020 plan. Continued development of resources in CBM² will offer significant opportunities for BioMEMS activities.

2. Activities

Broad categories of Center activities include:

1. Development of commercial and research technologies
2. Establishment of an extensive intellectual property portfolio from research and industrial collaborations
3. Participation in training of senior researchers, graduate and undergraduate students in the field of BioMEMS
4. Outreach to K-12 students through learning and research opportunities.

Louisiana participants in CBM² averaged annual accomplishments are indicated below:

- 430 peer-reviewed research publications
- 258 collaborative publications
- 50 research/education grants
- \$32,000,000 total grant dollars awarded
- 123 MS and PhD degrees granted.

3. Faculty, Facilities, Equipment and Administration

Participants in Center activities include twenty-eight faculty from five Louisiana institution, five

out-of-state institutions and individuals from private sector biotechnology companies. Activities are led by a director, co-director and three project leaders, who receive partial academic and summer appointments funded by CBM² for their administrative duties. Current staff is one PT (20%) administrative assistant, although the staff is projected to expand for years 2-5 if anticipated additional funding is realized.

The building at the LSU South Campus research site which provides CBM² office and laboratory space recently underwent \$2.5 M in renovations. Plans have been submitted to the Vice Chancellor for Research and Economic Development to equip the space with state-of-the-art research equipment which enhance funding and research opportunities. Equipment housed in the facility are run and maintained through a cost center format and contract work fees received from the private sector.

4. Budget

\$4,144,707 in grant funding has been secured for Academic Years (AY) 2009/10-2013/14, including \$1,121,230 in BoR (EPSCoR) funds and \$1,626,875 from the Governor's Biotech Initiative. Additional grants have been submitted which could result in substantial additional revenues to support the Center.

	AY 2009-10	AY 2010-11	AY 2011-12	AY 2012-13	AY 2013-14
REVENUES					
Federal grants	\$ 759,672	\$ 636,930			
State grants	1,076,275	636,930	\$ 325,375	\$ 325,375	\$ 325,375
Total Current	\$ 1,835,947	\$1,332,635	\$ 325,375	\$ 325,375	\$ 325,375
Anticipated Additional Revenue					
Federal grants	\$ 500,000	\$ 1,050,000	\$ 550,000	\$ 550,000	\$ 550,000
Contracts	150,000				
Total Antic.	\$ 650,000	\$ 1,050,000	\$ 550,000	\$ 550,000	\$ 550,000
EXPENSES					
Admin Support	\$ 8,500				
Travel	\$ 7,050	\$ 2,000	\$ 5,000	\$ 5,000	\$ 5,000
Tech Support	\$100,000	100,000	100,000	100,000	100,000
Grad Asst	\$112,500	67,500	45,000	45,000	45,000
Supplies	\$ 11,720	5,850	6,480	5,735	3,650

Publication	\$ 1,500	1,500	2,000	2,000	2,000
Fabrication serv	\$ 5,000	5,000	5,000	5,000	5,000
Total Expenses	\$ 230,720	\$ 179,850	\$158,480	\$ 157,735	\$ 155,650

STAFF ANALYSIS

CBM² is a consortium of uniquely trained individuals from prestigious academic institutions and industry which develops high tech methodologies useful in a variety of settings. The Center has attracted substantial levels of extramural funding, accomplished research which has resulted in numerous publications and is expected to produce significant intellectual property. Future additional achievements are likely, with expectations for contributions to an emerging BioMEMS industry in Louisiana. Funding is adequate for projected expenses; activities will be limited to those covered with available monies.

STAFF RECOMMENDATION

The staff recommends that the Academic and Student Affairs Committee grant continued approval for the Center for Biomodular Multi-Scale Systems at Louisiana State University and A&M College through December 31, 2014. No later than this date, a request for reauthorization of center status is due.

AGENDA ITEM V B

REAUTHORIZATION OF PREVIOUSLY APPROVED RESEARCH UNIT

SOUTHEASTERN LOUISIANA UNIVERSITY

CENTER FOR NURSING RESEARCH AND EDUCATION

AGENDA ITEM V B

REAUTHORIZATION OF PREVIOUSLY APPROVED RESEARCH UNIT

SOUTHEASTERN LOUISIANA UNIVERSITY

CENTER FOR NURSING RESEARCH AND EDUCATION

Southeastern Louisiana University (SLU) seeks continued approval for the aforementioned center. The unit was granted two-year conditional approval in November 2007. The request for continued approval was approved by the UL Board of Supervisors in December 2009.

STAFF SUMMARY

1. Description

From the proposal:

The Center for Nursing Research in Education and Practice was given conditional approval by the Board of Regents in November, 2007. The Center provides an infrastructure to facilitate collaborative intervention research among investigators in nursing and health related disciplines to improve patient-centered care and health outcomes and enhance the health-related quality of life for individuals, families and communities. The key mission is to provide services to faculty, students and collaborative partners, including consultation on research design; data management and analysis; and the dissemination of research findings. The Center strives to become self-sustaining through grant funding that includes financial support for use of resources provided by the Center as well as Facilities and Administrative (indirect) costs. In addition, the Center is prepared to collaborate and enter contractual agreements with health care agencies and to partner with other organizations seeking assistance with research initiatives in a collaborative or consultative role.

2. Need

The University states:

Positioned along the I-12 corridor, Southeastern is strategically located in one of the fastest growing regions of the state. The healthcare sector serves as a powerful economic engine in this region and employment for registered nurses is expected to increase by 23% between 2006 and 2016. At the same time, delivery of health care is becoming more challenging, with increased complexity of the health care system and escalating demand for services. The nursing workforce, as the single largest component of care providers, plays a critical role in addressing these challenges.

While projections indicate a significant increase in the need for nursing personnel over the next decade, specific supply and demand data in Louisiana is incomplete. While a nationwide shortage of nurses in recent years has abated somewhat due to the economic downturn that forced many to remain or return to the nursing workforce, experts caution

that as the economy improves, the shortage will again exacerbate as nurses retire or leave the profession in record numbers. While the Louisiana State Board of Nursing collects and retains nursing supply data, strategic planning by educational institutions and health care agencies is difficult, if not impossible, without appropriate demand and retention data. While LSBN's new Louisiana Center for Nursing will serve as a repository for statewide nursing workforce data, the LSBN Center will rely on collaborative partners (such as the Southeastern Center) for initial and ongoing data collection efforts. For example, Southeastern's Center for Nursing Research in Education and Practice is currently collaborating with the Louisiana Organization for Nurse Executives to collect and analyze data related to nurse retention.

3. Faculty, Resources, and Administration

Seven (7) nursing faculty members are directly affiliated with the unit mostly developing individual and collaborative projects with community partners. All resources (facility, equipment, etc.) appear sufficient as does the administrative structure.

4. Budget

External funds secured to-date are sufficient to cover expenditures through the current fiscal year. Beyond that, funding secured is minimal, but the slate of pending awards is promising and (if they come to fruition) will adequately cover the unit's costs.

STAFF ANALYSIS

The staff affirms the relevance of the unit to not only SLU but also to the southeastern part of the state. The staff recommends that the period of approval be extended through June 30, 2014, at which time a reauthorization request will be due (using Form C). More importantly, annual reports on that date in 2011, 2012, and 2013 are warranted in order to insure that adequate funding has been secured to afford unit operations. These reports should highlight center accomplishments and should contain complete budgets noting external funding secured and related unit costs.

STAFF RECOMMENDATION

The staff recommends that the Academic and Student Affairs Committee grant continued approval for the Center for Nursing Research in Education and Practice at Southeastern Louisiana University through June 30, 2014. Prior to the date of expiration, a request for reauthorization of center status (using Form C) is due. Annual progress reports (due on June 30 in years 2011, 2012, and 2013) are due addressing unit accomplishments and complete budgets noting external funding secured and related unit costs.

AGENDA ITEM VI A

TEACHER EDUCATION INITIATIVES

REPORT ON THE BLUE RIBBON COMMISSION
FOR EDUCATIONAL EXCELLENCE

AGENDA ITEM VI A

TEACHER EDUCATION INITIATIVES

REPORT ON THE BLUE RIBBON COMMISSION
FOR EDUCATIONAL EXCELLENCE

STAFF COMMENTS

The 2009-2010 Blue Ribbon Commission for Educational Excellence held its second meeting on November 12, 2009 and third meeting on March 4, 2010. In addition, members of the commission visited schools during October 2010 that are currently implementing teacher compensation models. During fall 2009, the commission focused its attention upon identifying the core elements of the Louisiana Teacher Compensation Model and heard from national experts from Texas, South Carolina, Minnesota, and Colorado. On March 4, 2010, the focus of the commission meeting was upon reaching consensus regarding the core elements and identifying financial support to implement a model. In addition, Mary Ellen Roy informed the commission about the recommendation of the Louisiana Postsecondary Education Review Commission to conduct a rigorous statewide review of academic programs for unnecessary excessive hours required for degree completion and identified the need to reduce the number of credit hours in teacher preparation programs to 120 where appropriate. The Board of Elementary and Secondary Education requirement of 124 or more credit hours for undergraduate teacher certification was identified as a barrier to reduce the hours. The commission discussed this issue and voiced support for a motion for the Board of Regents to request to BESE that a committee be formed to discuss the reduction in credit hours for certification via baccalaureate degrees. The Board of Regents made a request to the Board of Elementary and Secondary Education on March 10, 2010 for staff from the Board of Regents and Louisiana Department of Education to form a committee composed of state, university, and district personnel to recommend changes to BESE policy pertaining to the number of credit hours required of undergraduates for teacher certification. BESE passed a motion for a committee to be formed.

The Louisiana Board of Regents continues to be recognized for the work it has done to redesign teacher preparation programs and implement a value-added assessment model. Dr. Jeanne Burns will be serving on a panel for The National Association of State Boards of Education (NASBE) on scaling effective leadership and teaching practices on March 17, 2010 in Washington, DC. She will be serving on a panel as part of a forum entitled The Next Decade: Preparing and Retaining Effective Teachers for High Need Schools being held by The New York Comprehensive Center (NYCC) for 20 IHEs, the New York City DOE and the NY State Department of Education on March 26, 2010. She has also been asked by the Center for American Progress to discuss measures of teacher effectiveness for a closed meeting that will be attended by congressional staff, representatives from the Administration, select researchers, and others on April 9, 2010 in Washington, DC.

AGENDA ITEM VI B

TEACHER EDUCATION INITIATIVES

POST-BACCALAUREATE AND POST-MASTERS CERTIFICATES
FOR TEACHERS AND LEADERS

AGENDA ITEM VI B

TEACHER EDUCATION INITIATIVES

POST-BACCALAUREATE AND POST-MASTERS CERTIFICATES FOR TEACHERS AND LEADERS

BACKGROUND INFORMATION

The Board of Elementary and Secondary Education has approved new pathways for adults to attain new types of licenses that allow them to work within schools as teachers and educational leaders. During the last eight years, members of the Board of Regents and Board of Elementary and Secondary Education have approved universities to offer alternate teacher certification programs for individuals with baccalaureate degrees in areas outside of education who wish to become certified as teachers. In addition, members of the Board of Elementary and Secondary Education have identified requirements that must be met for certified teachers to add additional areas of certification to their licenses, and universities have offered courses that allow teachers to become certified in the additional areas.

STAFF COMMENTS

Universities are currently providing faculty and resources to offer coursework for add-on certification and BoR/BESE approved alternate certification programs; however, candidates do not acquire degrees and the university efforts are not formally recorded in documents that identify program completers. To address this need, a process has been developed for teachers to attain Post-Baccalaureate Academic Certificates and Post-Masters Academic Certificates once they have met alternate and/or add-on certification requirements and attained an initial license to teach in Louisiana or added a new credential to their existing teaching certificate. Input from college of education deans and campus chief academic officers has been attained, and they are in support of the creation of the certificates. Procedures to register post-degree certificate programs have been attached.

STAFF RECOMMENDATIONS

- 1. The staff recommends that the Academic and Student Affairs Committee grant approval of the creation of the following Post-Baccalaureate Academic Certificates: Practitioner Teacher Program; Certification-Only Alternate Path Program; and Add-on Certification Program.*
- 2. The staff recommends that the Academic and Student Affairs Committee grant approval of the creation of the following Post-Masters Academic Certificates: Alternate Educational Leadership Program and School Turnaround Specialist Program.*

LOUISIANA BOARD OF REGENTS
Division of Academic & Student Affairs

**Procedures for Board of Regents Certificate Designation of Post-Degree Teacher
and Educational Leader Certification/Endorsement Programs**

A. Background Information

Consistent with the goals and purposes of statewide teacher education reform and redesign, the Board of Regents recognizes the development and implementation of new post-degree curricular structures intended to further educate already degreed individuals who wish to become certified as new teachers and/or earn additional teacher or educational leader certifications/endorsements. These guidelines are intended to provide a program mechanism which appropriately recognizes both the availability of these innovative curricular paths and to award individuals who have successfully completed such studies with an academic credential above and beyond previous degree attainment.

B. Terminology

For the purposes of these guidelines, the following definitions shall apply:

1. A “Post-Baccalaureate Certificate (PBC)” refers to a program of studies restricted to students who have already earned baccalaureate degrees. The program of studies shall consist of at least 15 credit hours of additional coursework, leading to the attainment of an initial teacher education credential, educational leadership credential, and/or additional teacher or leader certifications/endorsements.
2. A “Post-Masters Certificate (PMC)” refers to a program of studies restricted to certified teachers who have already earned a masters degree. This program of studies shall consist of at least 15 hours of additional coursework leading to the attainment of an educational leadership credential and/or additional teacher or leader certifications/endorsements.
3. “Credentialing agency” means the state agency (e.g., Board of Elementary and Secondary Education/State Department of Education) that awards official credentials/licenses/endorsements after demonstration by an individual who has successfully completed licensing/credentialing/endorsement requirements.

C. Eligibility

All public colleges/universities which offer state approved (i.e., Board of Regents and Board of Elementary and Secondary Education) degreed or non-degreed programs of study which meet content definitions given above are eligible to have programs recognized as post-degree certificate programs within the Board of Regents’ Curriculum Inventory. The Regents requires all public colleges and universities to register all such programs.

D. Programs of Study and Coursework

All universities must first follow procedures defined by the Board of Regents/ Board of Elementary and Secondary Education to attain approval of programs (e.g., Practitioner Teacher Program, Certification-Only Alternate Program, Alternate Educational Leadership Program, School Turnaround Specialist Program) that lead toward initial or add-on certifications. Universities will next register the state approved programs for post-degree certificates. All credit hours for the approved Post-Baccalaureate Academic Certificates and Post-Masters Academic Certificates must be taken at the same university or a consortium of universities offering the same program. Credit hours may *not* be transferred from other institutions. The program of study may contain all undergraduate courses, all graduate courses, or a combination of undergraduate and graduate courses.

E. Procedures to Register Post-Degree Certificate Programs

1. For an existing state approved program of study, exiting approved courses must be registered for the post-degree certificate. If a new alternate teacher preparation program or new educational leadership program not previously approved by the Board of Regents and Board of Elementary and Secondary Education is being proposed, a separate review process is mandated. Please contact Academic and Student Affairs within the Louisiana Board of Regents for more information.
2. To apply for designation as a state approved post-degree program of study, please complete the attached **Application for Board of Regents Certificate Designation of Post-Degree Teacher and Educational Leader Certification/Endorsement Programs**. A separate and distinct application should be filed for each program of study. As an example, a separate form must be submitted for a Post-Baccalaureate Academic Program for the Practitioner Teacher Program for Grades 1-5. A separate form must be submitted for a Post-Baccalaureate Academic Program for the Practitioner Teacher Program for Grades 4-8.
3. Upon completion of form informational requirements, appropriate campus and system signatures must be obtained.
4. The completed/signed form(s) should be sent to:

Division of Academic and Student Affairs
Louisiana Board of Regents
Suite 6-200
1201 N. Third Street
Baton Rouge, LA 70821

Once processing is completed, the affected campus/system shall be informed of Regents action.

Application for Board of Regents Certificate Designation of Post-Degree Teacher and Educational Leader Certification/Endorsement Programs

Name of University:	
----------------------------	--

Directions: Please identify the type of program seeking degree designation, the name of the program, and the type of credential that will be attained upon completion of the program.

Proposed Program (Please check)	POST-BACCALAUREATE ACADEMIC PROGRAM	
	Name of Program	<i>Practitioner Teacher Program (Grade Span & Content Areas:)</i>
	Type of Credential	<i>Level 1 Teacher License</i>
	Name of Program	<i>Certification-Only Alternate Path Program (Grade Span and Content Area(s):)</i>
	Type of Credential	<i>Level 1 Teacher License</i>
	Name of Program	<i>Add-on Certification Program (Grade Span and Content Area:)</i>
	Type of Credential	<i>Additional area of certification added to Level 1 or Level 2 Teacher License</i>

Proposed Program (Please check)	POST-MASTERS ACADEMIC PROGRAM	
	Name of Program	<i>Alternate Educational Leadership Program</i>
	Type of Credential	<i>Level 1 Educational Leader License</i>
	Name of Program	<i>School Turnaround Specialist Program</i>
	Type of Credential	<i>School Turnaround Specialist Endorsement added to Level 2 Educational Leader License</i>

Directions: Please list the course prefixes, numbers, titles, and credit hours that have been approved by the university for the program cited above.

Course Prefixes and Numbers	Course Titles	Credit Hours
Total Credit Hours		

Note: All programs must have a minimum of 15 credit hours and result in a state license/credential/endorsement/certification.

APPROVAL:

I certify that the university has addressed all requirements of the credentialing agency for the identified credential and that the university currently possesses the necessary faculty, staff, resources, and facilities to deliver the program.

_____	_____	_____
<i>Campus Head (or designee)</i>	<i>Date</i>	

_____	_____	_____
<i>System Head (or designee)</i>	<i>Date</i>	

_____	_____	_____
<i>Board of Regents Designee</i>	<i>Date</i>	

_____	_____	_____
<i>Credentialing Agency Designee</i>	<i>Date</i>	

AGENDA ITEM VII
REPORTS OF THE STAFF

AGENDA ITEM VII A
STATEWIDE ARTICULATION AND TRANSFER COUNCIL

AGENDA ITEM VII A

STATEWIDE ARTICULATION AND TRANSFER COUNCIL

STAFF COMMENT

Dr. Karen Denby will update the Committee on the most recent activities of the Statewide Articulation and Transfer Council (SATC) and its committees.

AGENDA ITEM VII B

**PROPOSED REVISIONS TO ACADEMIC AFFAIRS
POLICIES AND PROCEDURES**

AGENDA ITEM VII B 1

**POLICY 2.15 – DEFINITIONS OF UNDERGRADUATE/GRADUATE
CERTIFICATES AND UNDERGRADUATE DEGREES**

AGENDA ITEM VII B 1

POLICY 2.15 – DEFINITIONS OF UNDERGRADUATE/GRADUATE CERTIFICATES AND UNDERGRADUATE DEGREES

BACKGROUND INFORMATION

In March 2000, the Board of Regents approved proposed new Academic Affairs Policy 2.15 – *Definitions of Undergraduate/Graduate Certificates and Undergraduate Degrees* in keeping with its ideals regarding curricular uniformity. Proposed revisions to the existing policy were needed primarily given that more and more institutions were proposing graduate certificate offerings. Additionally, revisions to the policy now categorize certificate offerings as undergraduate or graduate and specify what is meant by undergraduate degrees – the Board does not dictate how graduate offerings are to be defined.

STAFF ANALYSIS

A draft revision to the policy is attached for Committee review. Those sections which are italicized (suggestions from either staff or the Chief Academic Officers) are either new text to simplify meanings of previous policy or additions needed to affect the recommended change. Deletions to existing policy are indicated by a ~~strike through~~. This draft comes with the support of both the staff and the Statewide Council of Chief Academic Officers.

STAFF RECOMMENDATION

The staff recommends that the Academic and Student Affairs Committee grant approval for revised Academic Affairs Policy 2.15 – Definitions of Undergraduate/Graduate Certificates and Undergraduate Degrees, effective immediately.

Draft
Academic Affairs Policy 2.15
Definitions of Undergraduate/Graduate Certificates
and Undergraduate Degrees

To provide for the uniform use of degree terminology, to promote uniform curricular requirements for similar programs, to affect the ready transfer of course credits earned throughout the State's higher education system, and to facilitate the development of appropriate articulation agreements between systems and campuses, the Board of Regents establishes the following definitions for undergraduate certificates and degrees:

A. Definitions

1. Technical Competency Area (T.C.A.) - An applied course or a series of courses (1-12 hours). A T.C.A. provides a student with a specific technical competency. T.C.A.s are strictly limited to technical and community colleges. Approval authority for implementation of a T.C.A. resides with the appropriate management board or their designated staff. T.C.A.s are not recognized by the Board of Regents as formal program certificates or degrees; T.C.A.s function as curricular constructs only.

Example: Automotive Ignition Systems

2. Technical Diploma (T.D.) - An applied, technical degree program (45-60 hours). T.D. programs are formed by combining multiple C.T.S.s and/or T.C.A.s. T.D. programs are strictly limited to technical and community colleges. Approval authority for implementation of a T.D. program resides with the appropriate management board; however, the establishment of such programs must be immediately reported to the Board of Regents. All other Regents requirements governing academic programs apply.

Example: T.D. in Automotive Technology (C.T.S. in Automotive Engine Technology, plus T.C.A.s in Automotive Body Repair, Automotive Detailing, etc.)

Undergraduate Certificates

The Board of Regents respects the autonomy of our state's systems of higher education and their member institutions and entrusts them with decisions related to required number of credit hours for the various certificates outlined below. In making such decisions, critical issues such as specific industry certification requirements must be considered. As a general guideline, the number of hours required for the certificates outlined below should not exceed one-half of the hours required for the subsequent degree (if applicable).

3. Certificate of Technical Studies (C.T.S.) - An applied, technical program (~~21-33 hours~~). ~~C.T.S. programs are~~ formed by combining multiple T.C.A.s to provide a student with a broad technical competency. C.T.S. programs are strictly limited to technical and community colleges. Approval authority for implementation of a C.T.S. program resides with the appropriate management board; however, the establishment of such programs must be immediately reported to the Board of Regents. All other Regents requirements

governing academic programs apply. *The C.T.S. is the only certificate which does not require Board of Regents' approval albeit it must be reported to this office and maintained in the CRIN files. The C.T.S. is not designed for transfer to an associate or baccalaureate degree program; the C.A.S. is more appropriate for such transferability. With the exception of the C.T.S., all other certificates (both undergraduate and graduate) are subject to the academic program requirements of standard degrees that warrant Regents' approval.*

Example: C.T.S. in Automotive Engine Technology (T.C.A.s - Ignition Systems, Brake Systems, Transmission Systems, Electrical Systems, etc.)

4. Certificate of Applied Science (C.A.S.) - *A more academically-oriented offering created by combining a C.T.S. with a limited general education component (approximately 9 hours). At a minimum, the general education component should be fully transferrable into any undergraduate academic program. ~~An applied degree program (30-42 hours) with a limited general education component (9 hours). C.A.S. degrees are formed by combining a C.T.S. with general education requirements.~~ All required general education coursework must meet SACS/CoC requirements. C.A.S. degrees are strictly limited to technical and community colleges. Approval authority for implementation of a C.A.S. degree resides with the Board of Regents.*

Example: C.A.S. in Automotive Engine Technology

All certificates in either #3 or #4 should use only the appropriate abbreviations (C.T.S. or C.A.S.) followed by the certificate subject area – e.g., C.T.S. in Automotive Engine Technology. The majority of the undergraduate certificates should be designated as either C.T.S. or C.A.S. Regents recognize that there are some cases where professional programs require that the first letters of words in the degree subject area be used in the degree designation abbreviation, and in those cases, exceptions will be supported. Degree designation abbreviations beginning with "C" will be reserved for undergraduate certificates.

5. Post-Associate Certificate (P.A.C.) – *an academic or technical offering that is earned after a student has already completed a recognized associate's degree.*

Undergraduate Degrees

Associate Degrees¹

The standard number of credits required for the Associate Degree will be 60. Given that the Associate of Applied Science (A.A.S.) degree is designed to prepare students to directly enter careers upon graduation, A.A.S. programs often require additional technical training; consequently, A.A.S. degree programs may range from 60-72 hours. Exceptions to the standard number of credits must be approved according to the respective System's policy. The Board of Regents will periodically review both the number of credit hours required and approved exceptions to the 60-hour standard.

¹ *There are select circumstances when A.A.S., A.A., A.S., and non-designated associate programs may be considered appropriate for a particular four-year institution. In such cases, exceptions provided in the Board of Regents' Moratorium on the Approval of New Associate-Level Programs at Four-Year Institutions will apply.*

6. Associate of Applied Science (A.A.S.) - An applied/academic degree program (60-72 hours) with a limited general education component core (15 hours), primarily designed to prepare students for immediate employment or career entry. A.A.S. degrees can be formed by combining a T.D. program with 15 hours of required general education or can be a distinct curriculum unrelated to any preexisting program of technical studies. All general education coursework must meet SACS/CoC requirements. If technical coursework required of the degree is intended for transfer to a four-year institution, this coursework must meet appropriate SACS/CoC requirements.

A.A.S. degrees are limited to technical colleges, community colleges, and two-year transfer institutions. Approval authority for implementation of an A.A.S. degree resides with the Board of Regents.

Example: A.A.S. in Automotive Technology

7. Associate of Arts (A.A.) - An academic degree program (60 - 72 hours) with a significant general education core (24 hours), designed primarily to serve as preparatory education for transfer to a related baccalaureate program. All coursework must meet SACS/CoC requirements. A.A. degrees are limited to community colleges and two-year transfer institutions. Approval authority for implementation of an A.A. degree resides with the Board of Regents.

Example: A.A. in English

8. Associate of Science (A.S.)² - An academic degree program (60-72 hours) with a significant general education core (27 hours), designed primarily to serve as preparatory education for transfer to a related baccalaureate program. All coursework must meet SACS/CoC requirements. A.S. degrees are limited to community colleges and two-year transfer institutions. Approval authority for implementation of an A.S. degree resides with the Board of Regents.

Example: A.S. in Mathematics

9. Associate (A) - An academic degree program (60-72 hours) with a significant general education core (27 hours), designed to prepare students for immediate employment or career entry, but which also may serve as preparatory education for transfer to a related baccalaureate program. The use of this particular degree designation should be limited to cases wherein other associate degree designations (A.A.S, A.A., or A.S.) have been determined to be inappropriate. All coursework must meet SACS/CoC requirements. Non-designated associate degrees are limited to community colleges and two-year transfer institutions. Approval authority for implementation of a non-designated associate degree resides with the Board of Regents.

Example: Associate of General Studies

² Associate degree programs that contain the words *Engineering Technology* in the title will be considered as preparatory programs for baccalaureate study and will be designated as Associate of Science (A.S.) degrees.

Baccalaureate Degrees

The standard number of credits required for baccalaureate degrees (#10, 11, 12, and 13 below) is 120. Institutions with compelling reasons (e.g., the academic program is defined as a 5-year baccalaureate program; professional accreditation requirements require a number of credits in excess of the standard; certification requirements dictate a number of credits in excess of the standard; etc) for exceeding the 120 credit hour standard may request an exception to this standard according to their respective System's policy. The Board of Regents will periodically review both the number of credit hours required and approved exceptions to the 120-hour standard.

10. Bachelor of Applied Science (B.A.S.) - An applied/academic degree program (a minimum of 120 hours) with a limited general education core (33 hours), designed to prepare students for technical employment and generally not intended as preparation for further graduate study. The B.A.S. routinely combines technical/general education gained in an A.A.S. program with additional university requirements. All coursework completed via the A.A.S. program must meet SACS/CoC requirements for transferability. The B.A.S. degree is limited to four-year institutions. Approval authority for implementation of a B.A.S. degree resides with the Board of Regents.

Example: B.A.S. in Industrial Technology

11. Bachelor of Arts (B.A.) - An academic degree program (a minimum of 120 hours) with a significant general education core (39 hours). The B.A. degree emphasizes breadth and depth of study in a recognized academic discipline, may serve as a career entry degree, and should prepare a student for further graduate study. The B.A. degree is limited to four-year institutions. Approval authority for implementation of a B.A. degree resides with the Board of Regents.

Example: B.A. in English

12. Bachelor of Science (B.S.) - An academic degree program (a minimum of 120 hours) with a significant general education core (39 hours). The B.S. degree emphasizes breadth and depth of study in a recognized academic discipline, may serve as a career entry degree, and should prepare a student for further graduate study. The B.S. degree is limited to four-year institutions. Approval authority for implementation of a B.S. degree resides with the Board of Regents.

Example: B.S. in Mathematics

13. Bachelor (B) - An academic degree program (a minimum of 120 hours) with a significant general education core (39 hours), designed primarily as a first professional degree, but which also may serve as preparatory education for transfer to a related graduate program. The use of this particular degree designation should be limited to cases wherein other baccalaureate degree designations (B.A.S., B.A., or B.S.) have been determined to be inappropriate. Non-designated baccalaureate degrees are limited to four-year institutions. Approval authority for implementation of a non-designated baccalaureate degree resides with the Board of Regents.

Example: Bachelor of General Studies

Graduate Certificates

14. *Post-Baccalaureate Certificate (PBC) – an academic offering that is earned after a student has already completed a recognized baccalaureate degree.*
15. *Post-Masters Certificate (PMC) – an academic offering that is earned after a student has already completed a recognized master’s degree.*
16. *Post-Doctorate Certificate (PDC) – an academic offering that is earned after a student has already completed a recognized doctoral degree.*

Degree designation abbreviations for any graduate certificates would be only those specified above – no additional ones may be created, unlike the exception provided for some select undergraduate certificates.

B. Exceptions

Exceptions to degree definitions *and standard number of credit hours* are to be considered in accordance with System policy on a case by case basis.

C. General Education Requirements

For specific information regarding statewide general education requirements for undergraduate degree programs, please refer to *Academic Affairs Policy 2.16*.

AGENDA ITEM VII B 2

**POLICY 2.17 - STAFF APPROVAL OF ROUTINE ACADEMIC
REQUESTS**

AGENDA ITEM VII B 2

POLICY 2.17 - STAFF APPROVAL OF ROUTINE ACADEMIC REQUESTS

BACKGROUND INFORMATION

In 2002, the Board of Regents approved proposed new Academic Affairs Policy 2.17 - Staff Approval of Routine Academic Requests. This policy allowed staff to review and approve administratively requests which did not affect the core purposes of existing programs and units, such as: name changes, consolidations, distance delivery authority, and extension of deadlines. This policy has worked extremely well, expediting institutional requests which are consistent with Regents' values.

STAFF ANALYSIS

Over time, it has become apparent that additional staff authority to make judgments concerning progress reports for conditionally approved academic programs/unit would be helpful to all. The numbers involved are significant, as evidenced by the numbers which show up on every agenda of the Academic Affairs Committee. Usually, these reports involve monitoring university actions toward fulfilling stipulations of approval and only occasionally merit further action on the part of the Regents. By permitting staff review and follow-up action in these cases, it will reduce the burden on the Academic and Student Affairs Committee, while promoting more rapid response to affected campuses.

Attached, therefore, is a draft, updated Policy 2.17 for Committee review. Those sections which are italicized are either new text to simplify meanings of previous policy or additions needed to affect the recommended change. This draft has been shared with the Council of Chief Academic Officers and all who responded strongly support its approval.

STAFF RECOMMENDATION

The staff recommends that the Academic and Student Affairs Committee grant approval for revised Academic Affairs Policy 2.17 - Staff Approval for Routine Academic Requests, effective immediately.

DRAFT

Academic Affairs Policy 2.17 **Staff Approval of Routine Academic Requests**

In order to expedite the processing of routine academic matters, the Board of Regents hereby authorizes the Deputy or Associate Commissioner for Academic Affairs to approve routine academic requests, limited to the following:

1. Request to Change the Name/Designation of an Existing Academic/Research Program/Unit.
2. Request to Consolidate Existing Academic/Research Program/Units.
3. Request for a Deadline Extension for a Required Report/Action.
4. ***Assessment of Progress Reports Required of Conditionally Approved Programs and Units.***
5. Request to Offer an Existing Academic Program through Distance Learning Technologies.

Actions taken by authorized staff under the purview of this policy will be reported to the Academic and Student Affairs Committee at its next scheduled meeting immediately following the date of staff approval. The Committee and/or the Regents reserve the right to review and reconsider the appropriateness of staff actions. Authorized staff may also elect at any time to defer its authority under this policy should it determine that a particular request has implications that merit scrutiny by the Committee and/or the Regents.

AGENDA ITEM VII C

STATUS OF PROGRESS REPORTS FOR CONDITIONALLY APPROVED PROGRAMS AND UNITS

AGENDA ITEM VII C

STATUS OF PROGRESS REPORTS FOR CONDITIONALLY APPROVED PROGRAMS AND UNITS

Below is the most recently updated master listing of deliverables (with a “pending” status) for various academic programs and research units. This list incorporates all items that are past-due, as well as anything due through the end of March 2010, that has yet to be received.

Due Date	From	Regarding	Initial Regents’ Action
9/1/09	LSU A&M	Hurricane Center	August 2000
10/1/09	LSU A&M	Center for Advanced Materials	March 2008
2/15/10	UL-Lafayette	National Incident Management Systems and Advanced Technologies Institute	October 2007
2/24/10	LSU Law	The George and Jean Pugh Institute for Justice	January 2003
3/1/10	LSUHSC-NO LSUHSC-S	2009 Low-Completer Review – Conditionally Maintained Programs (CMP)	December 2009
3/1/10	LTC – Ascension	A.A.S. – Process Control Technology	September 2003

AGENDA ITEM VII D

**STATUS OF REVIEWS OF PROPOSED NEW
PROGRAMS AND UNITS**

AGENDA ITEM VII D

STATUS OF REVIEWS OF PROPOSED NEW PROGRAMS AND UNITS

Staff note: All pending academic requests are being considered in the context of the Moratorium on the Consideration of Proposed New Academic Programs and Units.

REQUEST	INSTITUTION	PROGRAM/UNIT	RECEIVED	STATUS
Letter of Intent	NSU	Master of Humanities	Nov 2008	On hold
Letter of Intent	LSUHSC-NO	Doctor of Nursing Practice (D.N.P.)	April 2009	On hold
Letter of Intent	ULL/SLU	Doctor of Nursing Practice (D.N.P.)	Dec 2009	On hold
Letter of Intent	ULL	Ph.D. – Systems Engineering	Dec 2009	On hold
Letter of Intent	LSU A&M	B.S. – Athletic Training	Dec 2009	On hold
Proposal: Prgm	LSU A&M	B.A. – Art History	April 2008	On hold
Proposal: Prgm	NSU	M.S. – Homeland Security	July 2008	On hold
Proposal: Prgm	LSU-S	M.S. – Biological Sciences	Sept 2008	On hold
Proposal: Prgm	LTC-Shreveport/Bossier	A.A.S. – Occupational Education	March 2009	On hold
Proposal: Prgm	LSUHSC-NO	Ph.D. – Epidemiology	May 2009	On hold
Proposal: Prgm	LSU A&M	M.S. and Ph.D. – Coastal & Ecological Engineering	Oct 2009	On hold
Proposal: Prgm	LSU A&M	Ph.D. – Environmental Sci	Oct 2009	On hold
Proposal: Prgm	UNO	Ph.D. – Medicinal Chemistry	Oct 2009	On hold
Proposal: Prgm	LSUHSC-NO	M.S. – Physician's Assistant	Oct 2009	On hold
Proposal: Prgm	LSU A&M, SU A&M, UNO	Ph.D. – Material Sci and Engineering	Oct 2009	On hold
Proposal: Prgm	LSU A&M	M.S. – Construction Management	Dec 2009	On hold
Proposal: Prgm	UL-Lafayette	B.A. – Moving Image Arts	Dec 2009	On hold
Proposal: Prgm	FTCC	A.S. – Criminal Justice	March 2010	On hold
Proposal: Prgm	LTC – Lafourche	A.A.S. – Process Production Technology	March 2010	On hold
Proposal: Prgm	BRCC	C.A.S. – Diagnostic Medical Sonography	March 2010	On hold
Proposal: Prgm	LSUHSC-NO	Ph.D. – Community Health Sciences	March 2010	On hold

AGENDA ITEM VII E
STAFF APPROVAL OF ROUTINE ACADEMIC REQUESTS

AGENDA ITEM VII E

STAFF APPROVAL OF ROUTINE ACADEMIC REQUESTS

Institution	Request	Date
LTC – Baton Rouge	C.T.S. – Pharmacy Technician (CIP 47.0105)	3/9/10
UL-Monroe	Approved B.B.A. in Marketing for delivery through distance learning technologies.	3/9/10
UL-Monroe	Approved B.S. in Dental Hygiene for delivery through distance learning technologies.	3/9/10
UL-Monroe	Approved M.Ed. in Educational Technology Leadership for delivery through distance learning technologies.	3/9/10
Nicholls State University	Request to combine the Department of University Studies and the Department of General Studies into a single unit called the Department of Interdisciplinary Studies.	3/11/10